

GCE

Sociology

Unit **G671**: Exploring Socialisation, Culture and Identity

Advanced Subsidiary GCE

Mark Scheme for June 2014

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.















Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations

Used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Key concept
	Knowledge and Understanding
	Concept
	Developed Point: <i>fully explained in a relevant way</i>
	Underdeveloped: <i>Partially explained, but requiring more depth</i>
	Undeveloped: <i>Accurate but without explanation</i> or Unsubstantiated / Implicit: <i>Sociological knowledge but unsupported by evidence, or implicit/ generalised.</i>
	Example
	Evaluation (criticism)
	Justification (positive evaluation)
	Application/Context
	Lip Service
	Not relevant
	Repetition

Question	Answer	Marks	Guidance
1	<p>Definition: The core meaning should be focused on cultural difference/ variety within (intra-cultural) and/ or between (inter-cultural) societies. Responses may refer to:</p> <ul style="list-style-type: none"> • groups within society which have distinct norms and values • the UK as a culturally diverse society • subcultures (the existence of which leads to diversity) • multiculturalism • cultural hybridity <p>Development of the definition may also include:</p> <ul style="list-style-type: none"> • reasons for diversity, for example: more immigration, globalisation, more sexual freedom etc. • a discussion of cultural diversity in a positive or negative way, or a discussion of alternative views on cultural diversity. <p><i>Award a maximum of 4 marks for a definition (maximum of 3 for a partial definition).</i></p> <p>Examples: may refer to examples within the different types of diversity. For example: ethnic diversity and / or inter-cultural diversity - diverse language, food, customs, religion associated with different ethnic groups; sexual diversity and the development of visible gay and lesbian subcultures; social class diversity - the different cultural characteristics of</p>	8	<p>AO1 Knowledge and Understanding</p> <p>Definition: Award 2 marks for an answer which gives a definition which has a 'core meaning'. Award another 2 marks for adding more depth and development to the definition (1 mark if done partially).</p> <p>Examples: Award one mark for stating an example and an additional mark for explaining the example with reference to cultural diversity. This is repeated for the second example. If responses just list examples with no explanation award 2 marks maximum.</p> <p><i>The distinction between definition, development and examples may not always be clear in a response; use your judgement but ensure that knowledge and understanding is not double-marked.</i></p> <p>7–8 marks The key issue to expect in top band answers is a clear definition of the concept with two or more examples in support.</p> <p>Candidates show a very good knowledge and understanding of the concept. The definition will be explicit and detailed and examples used to illustrate their definition will be explained. There will be clear and frequent use of relevant sociological evidence, related to the concept.</p> <p>5–6 marks Candidates show a good knowledge and understanding of the concept. Responses contain wide ranging or detailed knowledge and understanding. There will be some use of sociological evidence. There may be a core meaning offered without full development. There will be examples but these are likely to be undeveloped or only partially explained.</p> <p>3–4 marks Candidates show a basic knowledge and understanding of the concept. Examples, if given, will be basic and/or vague in places, lacking in sociological evidence. The definition may be implicit through examples given or it may be partial. An accurate explicit and detailed definition without any examples can</p>

Question	Answer	Marks	Guidance
	<p>the upper, middle, working or underclass.</p> <p><i>Award a maximum of 4 marks for examples (maximum of 2 for only one example).</i></p>		<p>be awarded 4 marks. Alternatively, accurate and explained examples without a definition can also be awarded 4 marks.</p> <p>1–2 marks Candidates show a limited knowledge and understanding of the concept/example of cultural diversity. Responses are likely to offer limited evidence, with a tendency towards anecdote.</p>
2	<p>Responses may refer to any of the following sources of sociological evidence:</p> <p>Agents of socialisation: primary socialisation, secondary socialisation, family, peer group, education, media, religion, workplace</p> <p>Process of socialisation: e.g. through imitation, manipulation, canalisation social control, role models.</p> <p>Concepts: hidden/ informal curriculum, formal curriculum/ subjects, ethnocentricity, sanctions, rewards, punishment, norms, values, cultural capital, imitation, role models, achieved status, meritocracy, peer group, sub-culture; white mask. Reference may be made to a particular type of identity - class, gender, ethnicity, age.</p> <p>Studies: Parsons, Gilbourn, Kelly, Bourdieu, Sewell, Archer, Oakley, Butler, any other relevant studies</p> <p>Theories: functionalism, Marxism.</p> <p>Candidates may choose to answer with reference to different aspects of identity, e.g. ethnic identity, gender identity, class identity.</p>	16	<p>AO1: Knowledge and Understanding <i>Sociological evidence includes studies, concepts, theories, contemporary examples.</i> <i>If candidates offer more than two ways, credit the best two.</i></p> <p>Level 4: 10–12 marks Candidates show a very good knowledge and understanding of two ways. Responses contain wide ranging and detailed knowledge and understanding of the two ways, with clear, precise and frequent use of sociological evidence. At the bottom of the band, either one way is fully developed whereas the other way is top of level 3, or alternatively, both ways may be clearly level 4 but not fully developed. The quality of the written communication will be very good, presenting appropriate material in a logical, accurate and coherent manner, with very few errors of grammar, punctuation and spelling.</p> <p>Level 3: 7–9 marks Candidates show a good knowledge and understanding of two ways. Responses contain wide ranging or detailed knowledge and understanding. There will be some use of sociological evidence but it may be underdeveloped for both ways. Alternatively, responses in this band may be uneven; at the top of the band, only one way may contain clear, precise and frequent use of sociological evidence (level 4); the other way may be partial (level 2). At the bottom of the band, candidates may show good understanding but may lack the precise sociological evidence or the evidence may be implicit.</p>

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			<p>The quality of the written communication will be good, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling.</p> <p>Level 2: 4–6 marks Candidates show a basic knowledge and understanding of two ways. Knowledge and understanding will be lacking in both range and depth. Responses in this band are likely to be lacking in quantity and/ or partially understood/ unsubstantiated/ generalised/ conceptually sparse/ undeveloped. It may be difficult to identify two separate ways. Responses may be heavily reliant on the pre-release material or contemporary examples only, without reference to concepts/ theories/ studies. Responses at the top of this band may explain only one way with depth and precision (level 4). The quality of the written communication will be basic, presenting some sociological evidence with limited coherence and some errors of grammar, punctuation and spelling.</p> <p>Level 1: 1–3 marks Candidates show a limited knowledge and understanding of the two ways. There may only be reference to one way and the answer will be lacking in sociological evidence, relying more on asociological ideas. Alternatively, responses in this band may identify two ways but without explanation.</p> <p>The quality of the written communication will be limited, presenting some sociological material with limited coherence and many errors of grammar, punctuation and spelling.</p> <p>0 marks No relevant sociological knowledge or understanding.</p>

Question	Answer	Marks	Guidance
	<p>AO2a: Interpretation and Application There are two aspects of AO2a skills. A range of appropriate knowledge needs to be selected (interpretation). The selected knowledge should be directly related to the specific question (application); in this case, ways in which individuals are socialised into their identities.</p>		<p>AO2a: Interpretation and Application</p> <p>4 marks Candidates show a very good ability to interpret and apply evidence to two ways. There will be a range of appropriate and relevant evidence selected and application to the question will be made explicit.</p> <p>3 marks Candidates show a good ability to interpret and apply evidence to the two ways. There will be some appropriate but underdeveloped evidence selected and/ or it may be implicitly relevant.</p> <p>2 marks Candidates show a basic ability to interpret and apply evidence to the two ways. The selection and interpretation of evidence may be basic; e.g. it may be unsubstantiated, or conceptually sparse. The answer may be only partially relevant; it may not adequately address the precise question. Alternatively, responses may offer a fully relevant account for one way only.</p> <p>1 mark Candidates show a limited ability to interpret/apply evidence to the two ways. Responses are likely to contain limited relevant sociological evidence. Responses may only address one way, in a vague way.</p> <p>0 marks No relevant interpretation or application.</p>

Question	Answer	Marks	Guidance
3	<p>AO1: Knowledge and understanding</p> <p>Responses may discuss examples of ethnic hybridity through music, food, fashion.</p> <p>Relevant concepts may include: code-switching, white mask, pick'n'mix, dual identity, Blasian, Brasian, negotiated identities (Butler), neighbourhood Nationalism (Back)</p> <p>Relevant studies may include: Butler, Back, Gill, Johal, Modood, Burdsey. Polhemus, Khanum, Gillespie, Nayak (white wannabies), Alexander, Drury</p> <p>Theories: Postmodernism</p> <p>Examples: Films such as East is East, Bend it like Beckham, artists such as Jay Sean, Eminem, Apache Indian, Vanilla Ice, N Dubz</p>	24	<p>AO1: Knowledge and understanding</p> <p>Level 4: 10–12 marks The key issue to expect in top band answers is a focus on ethnic hybrid identities.</p> <p>Candidates show a very good knowledge and understanding of the view that ethnic hybridity exists in the contemporary UK. Responses contain wide ranging and detailed knowledge and understanding. There will be clear and frequent use of sociological evidence. At the bottom of the band, some aspects may be slightly underdeveloped.</p> <p>The quality of the written communication will be very good, presenting appropriate material in a logical, accurate and coherent manner, with very few errors of grammar, punctuation and spelling.</p> <p>Level 3: 7–9 marks Candidates show a good knowledge and understanding of the view that ethnic hybridity exists. Responses contain wide ranging or detailed knowledge and understanding. There will be some use of sociological evidence, although it may be underdeveloped and/ or narrow in focus. At the bottom of the band, candidates may show good understanding but lack the precise sociological evidence or the evidence may be implicit.</p> <p>The quality of the written communication will be good, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling.</p> <p>Level 2: 4–6 marks Candidates show a basic knowledge and understanding of the view that ethnic hybridity exists. Knowledge and understanding will be lacking in both range and depth. Responses are likely to be lacking in quantity and/ or partially understood/ unsubstantiated/ conceptually sparse/ generalised or sociological evidence is undeveloped. Responses may be solely reliant on contemporary examples only.</p>

Question	Answer	Marks	Guidance
	<p>AO2 (a): Interpretation and Application There are two aspects of AO2a skills. A range of appropriate knowledge needs to be selected (interpretation). The selected knowledge should be directly related to the specific question (application); in this case, ethnic hybridity.</p>		<p>The quality of the written communication will be basic, presenting some sociological material with limited coherence and some errors of grammar, punctuation and spelling.</p> <p>Level 1: 1–3 marks Candidates show a limited knowledge and understanding of the view that ethnic hybridity exists. Evidence will be limited, with a tendency towards anecdote.</p> <p>The quality of the written communication will be limited presenting some sociological material with limited coherence and many errors of grammar, punctuation and spelling.</p> <p>0 marks No relevant sociological knowledge or understanding.</p> <p>AO2 (a): Interpretation and Application 7–8 marks Candidates show a very good ability to interpret and apply sociological evidence to the question of the view that ethnic hybridity exists. There will be a range of appropriate and relevant sociological evidence selected and application to the question will be made explicit.</p> <p>5–6 marks Candidates show a good ability to interpret and apply sociological evidence to the question. There will be some appropriate, but underdeveloped evidence selected and/ or it may be implicitly relevant.</p> <p>3–4 marks Candidates show a basic ability to interpret and apply sociological evidence to the question. The selection and interpretation of evidence may be basic eg it may be unsubstantiated, conceptually sparse and/ or undeveloped. Responses may be only partially relevant - it may not adequately answer the question.</p>

Question	Answer	Marks	Guidance
	<p>AO2(b): Evaluation and Analysis Responses may focus on evaluating the concept of ethnic hybridity or it may question the extent that hybridity exists. For example, that separate ethnic identities have become strengthened as a form of resistance against racism. Studies may include: Gardner & Shakur, Anwar, Sewell, Mac an Ghail, Parker & Song</p>		<p>1–2 marks Candidates show a limited ability to interpret and apply sociological to the question. The answer is likely to be very vague with limited relevance.</p> <p>0 marks No relevant interpretation or application.</p> <p>AO2(b): Evaluation and Analysis 4 marks Candidates show a very good ability to evaluate and analyse of the view that ethnic hybridity exists. The evaluation will be explicit and relevant, using sociological evidence. Two developed evaluative points with evidence can reach this level, at least one of which must be developed with evidence.</p> <p>3 marks Candidates show a good ability to evaluate and analyse the view that ethnic hybridity exists. There will be some relevant evaluation with evidence, but it may be underdeveloped and / or narrow in focus - one developed evaluative point with evidence can reach this level.</p> <p>2 marks Candidates show a basic ability to evaluate and analyse the view that ethnic hybridity exists. The evaluation may be partially relevant / implicit and lacking in sociological evidence.</p> <p>1 mark Candidates show a limited ability to evaluate and analyse the view that ethnic hybridity exists. Analysis and evaluation will be minimal and largely irrelevant or very narrow or assertive in tone.</p> <p>0 marks No relevant evaluation or analysis.</p>

Question	Answer	Marks	Guidance
4	<p>AO1: Knowledge and understanding</p> <p>Methods: Mixed methods: Overt non-participant observation Secondary analysis of documents Survey (structured questionnaires).</p> <p>Wider process issues: Sampling, operationalisation, pilot, access, relationship between the researcher and researched, ethics, Likert scale, theoretical considerations in relation to data collection - quantitative data; qualitative data; Positivism, Interpretivism</p> <p>Key Concepts Validity Reliability Representativeness Generalisability</p> <p>Other concepts Triangulation, Methodological pluralism, objectivity, subjectivity, fitness for purpose, social desirability, Hawthorne effect, halo effect.</p>	52	<p>AO1: Knowledge and understanding <i>See annotations page for explanations of the meanings of developed, underdeveloped and undeveloped K&U</i></p> <p>16–20 marks Candidates show a very good knowledge and understanding of the use of mixed methods. Responses contain wide ranging and detailed knowledge and understanding of the research method and process. There will be explicit, developed and frequent use of sociological evidence.</p> <p>At the top of this level the candidate will use a wide range of process and concepts relevant to the use of mixed methods in a detailed, accurate and explicit manner. At the bottom of the level the use of concepts will still be wide ranging and accurate but may be underdeveloped, or with developed key concepts but slightly lacking in range. The quality of the written communication will be very good, presenting appropriate material in a logical, accurate and coherent manner, with very few errors of grammar, punctuation and spelling.</p> <p>11–15 marks Candidates show a good knowledge and understanding of the use of mixed methods. Responses contain wide ranging or detailed knowledge and understanding of the research method and/ or research process. There will be some explicit use of key concepts.</p> <p>At the top of the level candidates will use relevant concepts in an explicit way; they will be mainly accurate. The response may be wide-ranging with underdeveloped concepts, or narrow with developed concepts. At the bottom of the level some of the concepts may be implicit and not all accurate. The quality of the written communication will be good presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling.</p>

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			<p>6–10 marks Candidates show a basic knowledge and understanding of the use of mixed methods. Knowledge of methods/ process will be lacking in range AND depth or the response is a generalised answer on methods. Key concepts are likely to be implicit/ partial/ confused/ undeveloped.</p> <p>At the top of the level answers may begin to use key concepts but they will be undeveloped or implicit. At the bottom of the level responses will be likely to focus on advantages and disadvantages of the method, without using the key concepts. The quality of the written communication will be basic, presenting some sociological material with limited coherence and some errors of grammar, punctuation and spelling.</p> <p>1–5 marks Candidates show a limited knowledge and understanding of the use of mixed methods. At the top of the level, knowledge will be narrow, possibly only focusing on 2 or 3 ideas, but will have some coherence. Responses may be very generalised. At the bottom of the level, there may be only 1 or 2 ideas, and these may be confused in places. The quality of the written communication will be limited, presenting some sociological material with limited coherence and many errors of grammar, punctuation and spelling.</p> <p>0 marks No relevant sociological knowledge or understanding.</p>

Question	Answer	Marks	Guidance
	<p>AO2(a): Interpretation and Application Responses will demonstrate the ability to interpret the pre-release material and wider sociological knowledge to meet the demands of the question. Knowledge and understanding needs to be applied to the given context:</p> <ul style="list-style-type: none"> • children's play • ethnicity • segregation • children • parents 		<p>AO2(a): Interpretation and Application 10–12 marks Candidates show a very good ability to interpret and apply sociological evidence to the use of mixed methods in studying children's play and segregation by ethnic group. At this level, responses will explicitly engage with the given context. At the top of the band, contextualisation will be sustained throughout.</p> <p>7–9 marks Candidates show a good ability to interpret and apply sociological evidence to the use of mixed methods in studying children's play and segregation by ethnic group. There will be some contextualisation, although not a range. At the bottom of the band, responses may mainly pay lip service to the context, but with one explicit context point.</p> <p>4–6 marks Candidates show a basic ability to interpret and/or apply sociological evidence to the use of mixed methods in studying children's play and segregation by ethnic group. Responses are likely to be generalised, only partially addressing the context, or context referred to is no more than lip service - dropping in wording linked to the pre-release material, without actually engaging with it.</p> <p>1–3 marks Candidates show a limited ability to interpret and/or apply sociological evidence to the use of mixed methods in studying children's play and segregation by ethnic group. Material will be marginally relevant or with a heavy reliance on describing the pre-release study.</p> <p>0 marks No relevant interpretation or analysis.</p>

Question	Answer	Marks	Guidance
	<p>AO2(b): Evaluation and Analysis Responses will analyse and evaluate the use of mixed methods weighing up the advantages and disadvantages of this approach. Responses should consider practical, ethical, theoretical and conceptual issues. For example, lack of objectivity, the imposition problem and bias, access, ethics, issues of validity and reliability, the interpretivist critique of the focus on mainly quantitative mixed methods. Note that it is more difficult to evaluate a mixed methods approach so accept evaluation of the individual methods within the approach.</p>		<p>AO2(b): Evaluation and Analysis</p> <p>Level 4: 16–20 marks Candidates show a very good ability to evaluate and analyse the use of mixed methods. There will be a range of evaluation by, for example, evaluating each of the separate methods. At the top of the level, reference will be made to theoretical considerations (positivism vs. interpretivism). Relevant key concepts will be fully developed. The evaluation will be sustained with an evaluative tone throughout the response. At the bottom of the level the evaluation and analysis will be sustained but slightly less developed.</p> <p>Level 3: 11–15 marks Candidates show a good ability to evaluate and analyse the use of mixed methods. At the top of the level key concepts / evidence will be accurately discussed, although evaluation will be less developed than in the top band. At the bottom of this level, evaluation may be more narrow, unbalanced and underdeveloped.</p> <p>Level 2: 6–10 marks Candidates show a basic ability to evaluate and analyse the use of mixed methods. Evaluation may be heavily focused on just the advantages (justification) and/or practical issues. At this level, evaluation may be lacking in depth / quantity. Concepts and evidence are likely to be implicit / partially accurate / confused. At the top of the level key concepts will be used, but they will be undeveloped or implicit and/or partially accurate. At the bottom of the level, answers will not contain any key concepts.</p>

Question	Answer	Marks	Guidance
			<p>Level 1: 1–5 marks Candidates show a limited ability to evaluate and analyse the use of mixed methods. At the top of the level a partial reference may be made to relevant methodological concerns and the response is likely to be confused in terms of key concepts. Responses are likely to focus on practical weaknesses/ strengths. At the bottom of the level responses will make partial references to one or two advantages/ disadvantages of the research method, or evaluation will be very narrow.</p> <p>0 marks No relevant evaluation or analysis.</p>

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